California Community Colleges Guided Pathways (CCC GP) Action Plan

Norco College Executive Summary

Introduction
The State of California's $150 million one-time investment in the Guided Pathways framework has provided an opportunity to continue Norco College's Completion Initiative goals using Guided Pathways as a framework for college transformation. Norco College will receive support to clarify a five-year planning and implementation plan which redesigns Norco College to be more student-centered. Norco College completed and submitted the California Community College Guided Pathways Self-Assessment Tool (Self-Assessment). The Self-Assessment, the California Community Colleges Guided Pathways Action Plan, Timeline, and Allocation Summary (Work Plan) outline how Norco will advance its work for each of the 14 key elements of the Self-Assessment. Completion of these documents is needed to access available funding.

Purpose
This Work Plan provides a template for each college to outline next steps to advance toward or maintain full scale adoption on each of 14 Self-Assessment elements. This Work Plan outlines a plan and realistic outcomes for the time period between spring 2018 and summer 2019. College Work Plans covering this first phase of planning and addresses only those areas with planned activities. Norco College may change as implementation efforts evolve, and we will note those changes in future planning reports. The guided pathway effort will take time to implement, and these documents will cover just the first phase of what will be at least five years of planning and activity in order to achieve full adoption.

Overview
The Work Plan covers Phase I (spring 2018-summer 2019) of the California community colleges guided pathways and Norco College's efforts. The action plan template has three categories— inquiry, design, and implementation—1. **Cross Functional Inquiry** –Full Scale; 2. **Shared Metrics** –Full-Scale; 3. **Integrated Planning** –Scaling in Progress; 4. **Inclusive Decision-Making Structures** –Scaling in Progress; 5. **Intersegmental Alignment** –Early Adoption; 6. **Guided Major and Career Exploration** –Scaling in Progress; 7. **Improved Basic Skills** –Scaling in Progress; 8. **Clear Program Requirements** –Early Adoption; 9. **Proactive and Integrated Student Supports** –Scaling in Progress; 10. **Integrated Technology Infrastructure** –Scaling in Progress; 11. **Strategic Professional Development** –Early Adoption; 12. **Aligned Learning Outcomes** – Scaling in Progress; 13. **Assessing and Documenting Learning** – Scaling in Progress; 14. **Applied Learning Outcomes** –Scaling in Progress

Areas with *Full Scale* are implemented and require plans that are integrated into our regular planning and decision-making processes. *Scaling in Progress* areas have plans and are already moving in the direction of the Guided Pathways framework. Much of the work required for these areas was addressed in the first three years of the Completion Initiative and the groundwork was laid during that time. There are two areas in these which require additional funding: 9. **Proactive and Integrated Student Supports** 10. **Integrated Technology Infrastructure**. The state Guided Pathway funding from the first allocation. Additional support for 11. **Strategic Professional Development** is being addressed through attendance at Leading From the Middle Leadership Academy. Areas with *Early Adoption* indicate an exploratory approach where definite plans are still being investigated. This document represents the work plan for Norco College as it fully transitions from a Completion Initiative to an Integrated Student-Focused Guided Pathways institution.

College: Norco College
Timeframe: *Spring 2018-Summer 2019*

			What **existing efforts or initiatives** (if any) will be aligned and integrated to make progress on this element? If no, existing efforts will be leveraged, please select "Not applicable" from the dropdown menu.		
Inquiry: Engaging campus stakeholders in actionable research and with local data; creating consensus about main issues and broad solutions					
Key Elements of Self-Assessment (1-3)	**Current Scale of Adoption**	Outline **plan** for <u>each</u> self-assessment element that will be addressed in this time period.	What **existing efforts or initiatives** (if any) will be aligned and integrated to make progress on this element? If no, existing efforts will be leveraged, please select "Not applicable" from the dropdown menu.	**Outcomes:** Indicate what success will look like as a result of these efforts.	**Anticipated Change in Scale of Adoption During Timeframe**
1. **Cross Functional Inquiry** - College constituents (including staff, faculty across disciplines and counselors, administrators, and students) examine research and local data on student success and discuss overarching strategies to improve student success. College engages in broad, deep and inclusive discussion and inquiry about the Guided Pathways approach, framework and evidence.	• Full Scale	1. Finish School Trailheads (5)/ Finish ADT Pathways (18)/ Finish AOE Pathways (7)/ Finish CTE Pathways/ Finish UC Transfer Pathways 2. Back of Pathways Sheets – Add co-curricular checklist with timeline/ Add disclaimer to all pathway sheets 3. Identify milestone classes (each pathway/GELO) 4. Faculty advising training/activities 5. Develop Success Team for each School 6. Develop marketing plan for GP	Completion Initiative (CI)/Guided Pathways Workgroup: five interconnected components, meta majors, guided pathways, faculty advisement, linking college work to careers, and developing models of student care. (Lead: Monica Green/Melissa Bader)	Comprehensive Pathways available and in use for students.	• Full Scale

Inquiry: Engaging campus stakeholders in actionable research and with local data; creating consensus about main issues and broad solutions					
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2. **Shared Metrics** - College is using clearly identified benchmarks and student data to track progress on key activities and student academic and employment outcomes. Those benchmarks are shared across key initiatives.	• Full Scale	Comply with CCCCO guided pathways program and California Guided Pathways program	Institutional Strategic Planning Council (ISPC): New EMP/Strategic Plan/ Facilities Master Plan to begin in 2018-19. (Lead: Bryan Reece/Melissa Bader/Ruth Leal)	Integrated Equity, SSSP, BSI, Completion Initiative and Pathways work into one comprehensive Strategic Plan and Educational Master Plan.	• Full Scale
3. **Integrated Planning** - College-wide discussions are happening with all stakeholders and support/commitment has been expressed by key stakeholders to utilize the Guided Pathways framework as an overarching structure for the college's main planning and resource allocation processes, leveraging existing initiatives and programs.	• Scaling in Progress	Full integration of guided pathways into the College's new educational master plan, comprehensive strategic plan, and revise facilities master plan around building clusters mapped to schools	Institutional Strategic Planning Council (ISPC): New EMP/Strategic Plan/ Facilities Master Plan to begin in 2018-19. (Lead: Bryan Reece/Melissa Bader/Ruth Leal)	Completion of the College's EMP and strategic planning efforts (e.g. comprehensive strategic plan and facilities master plan) will incorporate guided pathways reform and metrics	• Full Scale

Design: Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways					
Key Elements of Self-Assessment (4-8)	**Current Scale of Adoption**	Outline **plan** for <u>each</u> self-assessment element that will be addressed in this time period.	What **existing efforts or initiatives** (if any) will be aligned and integrated to make progress on this element? If no, existing efforts will be leveraged, please select "Not applicable" from the dropdown menu.	**Outcomes**: Indicate what success will look like as a result of these efforts.	**Anticipated Change in Scale of Adoption During Timeframe**
4. **Inclusive Decision-Making Structures** - College has identified key leaders that represent diverse campus constituents to steer college-wide communication, input and decisions regarding the Guided Pathways framework. Constituents have developed transparent cross-functional work-teams to provide the Guided Pathways effort with momentum and regularly provide opportunities for broad college-wide input. In addition, this plan strategically engages college governance bodies college-wide.	• Scaling in Progress	Full integration of guided pathways into the College's new educational master plan and comprehensive strategic plan.	Institutional Strategic Planning Council (ISPC): New EMP/Strategic Plan/ Facilities Master Plan to begin in 2018-19. (Lead: Bryan Reece/Melissa Bader/Ruth Leal)	Completion of the College's EMP and strategic planning efforts (e.g. comprehensive strategic plan and facilities master plan) will incorporate guided pathways reform and metrics	• Full Scale

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5. **Intersegmental Alignment** - (Clarify the Path) College engages in systematic coordination with K-12, four-year institutions and industry partners to inform program requirements.	• Early Adoption	1. Create Student Success teams for each School that will have an early transfer focus. 2. Ensure pathways in CCAP agreements consider the School Trailheads and program pathways 3. Crate a robust industry advisory model	1. Completion Initiative/Guided Pathways (Lead: Tenisha James/John Moore) 2. Completion Initiative/Guided Pathways (Lead: Melissa Bader) 3. Regional Consortium/Strong Workforce (Lead: Debra Mustain/ Colleen Molko)	1. Double CSU/UC transfers. 2. Ensure all CTE Pathways in future CCAP agreements consider the School Trailheads and program pathways. If there is deviation, ensure agreement with faculty/counseling leads. 3. Industry input considered/ integrated into curriculum and program planning.	• Scaling in Progress
6. **Guided Major and Career Exploration** - (Help Students Choose and Enter a Pathway) College has structures in place to scale major and career exploration early on in a student's college experience.	• Scaling in Progress	1. Streamline onboarding process 2. Reduce program choices at Open CCC Apply (Incorporate Meta Majors/Schools) 3. Add assessment questions to help with choosing major/career 4. Assign every new student to a School 5. Measure our progress with report on "Getting them on a Path"	1. Integrated Plan (Lead: Tenisha James) 2. Integrated Plan (Lead: Mark DeAsis, on statewide board) 3. Strong Workforce (Lead: David Schlanger) 4. Completion Initiative/Guided Pathways (Lead: Monica Green) 5. Completion Initiative/Guided Pathways (Lead: Greg Aycock) 6. Summer Advantage	1. Less than 5% attrition rate between OAC steps to enrollment. 2. Meta Majors option added to Open CCC apply. 3. Student onboarding will include a career/ major assessment component 4. All new students to receive School Welcome email	• Full Scale

			What **existing efforts or initiatives** (if any) will be aligned and integrated to make progress on this element? If no, existing efforts will be leveraged, please select "Not applicable" from the dropdown menu.		
Key Elements of Self-Assessment (4-8)	**Current Scale of Adoption**	Outline **plan** for each self-assessment element that will be addressed in this time period.		**Outcomes**: Indicate what success will look like as a result of these efforts.	**Anticipated Change in Scale of Adoption During Timeframe**

Key Elements of Self-Assessment (4-8)	**Current Scale of Adoption**	Plan	Existing efforts	Outcomes	Anticipated Change in Scale
		6. Summer Advantage focus on career exploration	Workgroup (Lead: Daniela McCarson/ Melissa Bader)	5. Annual report produced that includes "Getting them on a Path" component 6. Career exploration successfully embedded into SA 2018 and beyond	
7. **Improved Basic Skills** - (Help Students Choose and Enter a Pathway; Ensure Students are Learning) College is implementing evidence-based practices to increase access and success in college and/or transfer-level math and English.	• Scaling in Progress	1. Clean up assessment report so students are able to interpret it better. 2. While MMAP fully implemented for all new students, need to establish MMAP alternative for dual enrollment students.	1. Integrated Plan (Lead: Tenisha James) 2. High School Partnership Initiatives (Lead: Monica Green/ Melissa Bader)	1. 90% or more students surveyed will be able to interpret the assessment report (authentic measure) 2. Established MMAP for dual enrollment	• Full Scale
8. **Clear Program Requirements** - (Clarify the Path) College is clarifying course sequences for programs of study (including key milestones) and creating predictable	• Early Adoption	1. Place every new student on a "Trailhead Plan" (short term plan) 2. Place all 2nd semester students on full pathway 3. Develop 3-year scheduling process	1. Completion Initiative/Guided Pathways (Lead: Monica Green) 2. Completion Initiative/ Guided Pathways (Lead: Tenisha James/John Moore) 3. Academic Planning Council (Lead: Sam Lee)	1. All new students advised of their Trailhead Plan. 2. 100% of all 2nd semester students will have comprehensive SEP. 3. Norco College will	• Scaling in Progress

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schedules so that students can know what they need to take, plan course schedules over an extended period of time, and easily see how close they are to completion. College offers courses to meet student demand. In order to meet these objectives, college is engaging in backwards design with desired core competencies and/or student outcomes in mind (including time-to-goal completion and enhanced access to relevant transfer and career outcomes).		4. Reduce excess units "problem"	4. Completion Initiative/Guided Pathways (Lead: Monica Green)	have 3-year schedules in Colleague 4. All School Student Success teams will employ a caseload strategy to ensure students stay on pathway)	

Implementation: Adapting and implementing the key practices and components of Guided Pathways to meet student needs at scale					
Key Elements of Self-Assessment (9-14)	**Current Scale of Adoption**	Outline **plan** for each self-assessment element that will be addressed in this time period.	What **existing efforts or initiatives** (if any) will be aligned and integrated to make progress on this element? If no, existing efforts will be leveraged, please select "Not applicable" from the dropdown menu.	**Outcomes**: Indicate what success will look like as a result of these efforts.	**Anticipated Change in Scale of Adoption During Timeframe**
9. **Proactive and Integrated Student Supports** - (Help Students Stay on the Path) College provides academic and non-academic support services in a way that is proactive and aligned with instruction, so that all students are explicitly engaged in these services.	• Scaling in Progress (NOTE: This is where we need GP Funding)	1. Make sure all students receive counseling (high touch) 2. Establish a more robust transfer program 3. Measure our progress with report on "Keeping them on their path" 4. Measure our progress with report on "Getting them to finish their path"	1. Completion Initiative/Guided Pathways (Lead: Tenisha James/John Moore) 2. Completion Initiative/Guided Pathways (Lead: Tenisha James/John Moore) 3. Completion Initiative/Guided Pathways (Lead: Greg Aycock) 4. Completion Initiative/Guided Pathways (Lead: Greg Aycock)	1. All School Student Success teams will report 100% advising of all students beyond initial onboarding 2. All School Student Success teams will have a proactive, early transfer focus 3. Annual report produced that includes "Keeping them on their path" component 4. Annual report produced that includes "Getting them to finish their path" component	• Full Scale
10. **Integrated Technology Infrastructure** - (Help Students Choose and Enter a Pathway; Help Students Stay on the Path) College has the technology infrastructure to provide tools for students as well as	• Scaling in Progress (NOTE: This is where we need GP Funding)	1. Start using EduNav for ed planning 2. Automate early alert 3. Adopt customer relationship management solution for caseload (e.g. Salesforce) 4. Automate awarding of certificates and degrees	1. Completion Initiative/Guided Pathways (Lead: Tenisha James/John Moore) 2. Completion Initiative/Guided Pathways (Lead: Tenisha James/John Moore) 3. Completion Initiative/Guided Pathways (Lead:	1. 18/19AY all first time students will be in EduNav 2. All School Student Success Teams will employ early interventions 3. All School Student Success Teams will employ caseload management solution 4. Norco College will have a plan developed to	• Full Scale

Implementation: Adapting and implementing the key practices and components of Guided Pathways to meet student needs at scale					
Key Elements of Self-Assessment (9-14)	Current Scale of Adoption	Outline **plan** for each self-assessment element that will be addressed in this time period.	What **existing efforts or initiatives** (if any) will be aligned and integrated to make progress on this element? If no, existing efforts will be leveraged, please select "Not applicable" from the dropdown menu.	**Outcomes**: Indicate what success will look like as a result of these efforts.	**Anticipated Change in Scale of Adoption During Timeframe**
instructional, counseling, and student support faculty and staff to support planning, tracking, and outcomes for Guided Pathways.			Tenisha James/John Moore) 4. Strong Workforce/ Integrated Plan/ Completion Initiative/Guided Pathways (Lead: Gustavo Oceguera)	automate awards	
11. **Strategic Professional Development** - (Help Students Stay on the Path; Ensure Students are Learning) Professional Development (PD) is strategically, frequently, and consistently offered for staff, faculty and administrators and aligned with the college's strategic goals, needs and priorities identified in integrated plans, program review, and other intentional processes.	• Early Adoption	Teaching & Learning Committee (TLC) and Professional Development Committee (PDC) are working together in the Leading From the Middle Academy (LFM). Immediately, we are forming an LFM "home team", which will consist of faculty, staff and students from all areas of the college. The LFM home team will report out to the Guided Pathways/Completion Initiative Work Group and will work closely with TLC and PDC. The LFM team's mission is to align all professional development with Guided Pathways at Norco College.	Professional Development Committee (PDC); Teaching & Learning Committee (TLC); and Completion Initiative/ Guided Pathways Workgroup (Lead: Quinton Bemiller/Melissa Bader)	Professional development at Norco College will be fully aligned with Guided Pathways	• Scaling in Progress

			What **existing efforts or initiatives** (if any) will be aligned and integrated to make progress on this element? If no, existing efforts will be leveraged, please select "Not applicable" from the dropdown menu.		
Implementation: Adapting and implementing the key practices and components of Guided Pathways to meet student needs at scale					
Key Elements of Self-Assessment (9-14)	**Current Scale of Adoption**	Outline **plan** for <u>each</u> self-assessment element that will be addressed in this time period.		**Outcomes**: Indicate what success will look like as a result of these efforts.	**Anticipated Change in Scale of Adoption During Timeframe**
12. **Aligned Learning Outcomes** - (Ensure Students are Learning) Learning outcomes are aligned with the requirements targeted by each program and across all levels (i.e., course, program, institutional) to ensure students' success in subsequent educational, employment, and career goals.	• Scaling in Progress	1. Professional development on how to think about program learning outcomes and skill competency development 2. Syllabus Shell modification to consider School-focus, program learning outcomes, and employment competencies	1. Professional Development Committee (PDC); Teaching & Learning Committee (TLC) (Lead: Quinton Bemiller/ Melissa Bader) 2. Academic Senate (Lead: Quinton Bemiller/ Melissa Bader) 3. Assessment Committee (Lead: Greg Aycock/Laura Adams)	1. Regular, targeted professional development around program learning outcomes and skill competency development 2. All programs have defined learning outcomes along with skill competencies.	• Scaling in Progress
13. **Assessing and Documenting Learning** - (Ensure Students are Learning) The college tracks attainment of learning outcomes and that information is easily accessible to students and faculty. Consistent and ongoing assessment of learning is taking place to assess whether students are mastering learning	• Scaling in Progress	1. Measure our progress with report on "Learning" by program, school and college; GE success progress report; Analyze course taking patterns of successful degree earners (60 – 75 degree units) in ADT's, AOE's, etc.; Report on ethnic makeup of 5 top degree leading to high income jobs and 5 top leading to	1. Assessment Committee (Lead: Greg Aycock/Laura Adams) 2. Teaching & Learning Committee (Lead: Quinton Bemiller) 3. Academic Planning Council (Lead: Melissa Bader)	1. Annual report to Academic Senate 2. Annual report to Academic Senate 3. Expand skill analysis to other disciplines	• Scaling in Progress

Implementation: Adapting and implementing the key practices and components of Guided Pathways to meet student needs at scale					
Key Elements of Self-Assessment (9-14)	**Current Scale of Adoption**	Outline **plan** for <u>each</u> self-assessment element that will be addressed in this time period.	What **existing efforts or initiatives** (if any) will be aligned and integrated to make progress on this element? If no, existing efforts will be leveraged, please select "Not applicable" from the dropdown menu.	**Outcomes**: Indicate what success will look like as a result of these efforts.	**Anticipated Change in Scale of Adoption During Timeframe**
outcomes and building skills across each program and using results of learning outcomes assessment to improve the effectiveness of instruction in their programs.		low income jobs. 2. Development of learning scale to ensure learning is occurring; visual activities of how learning looks. 3. Entry and exit skill analysis in selected disciplines (e.g. English started in 17FAL).			
14. **Applied Learning Outcomes** - (Ensure Students are Learning) Students have ample opportunity for applied/contextualized learning and practice. Opportunities have been coordinated strategically within and/or amongst programs.	• Scaling in Progress	1. Professional development on how to better blend certificates in educational pathways 2. Expanded opportunities for students in work experience and apprenticeships	1. Professional Development Committee (PDC); Teaching & Learning Committee (TLC) (Lead: Quinton Bemiller/ Melissa Bader) 2. Strong Workforce/ Integrated Plan/ Completion Initiative/Guided Pathways (Lead: Gustavo Oceguera)	1. Professional development around certificate blending in pathways 2. Opportunities for students in work experience and apprenticeships available in every pathway	• Scaling in Progress

CCC GP Implementation Timeline

Please complete the following GANTT chart to **indicate the timeframe during which you would anticipate incorporating each of the 14 key elements** included in the CCC GP Self-Assessment **into your plan**. Use the PAINT function by selecting the appropriate cells and then click on the Paint dropdown menu to select a color to fill in the cells. Please use blue for Inquiry, green for Design, and orange for Implementation elements.

Key Elements	Spring 2018-Summer 2019	Fall 2019-Summer 2020	Fall 2020-Summer 2021	Fall 2021-Summer 2022
EXAMPLE 1. Cross-functional inquiry				
EXAMPLE 5. Intersegmental alignment				
EXAMPLE 14. Applied learning opportunities				
Inquiry (1-3)				
1. Cross-functional inquiry				
2. Shared metrics				
3. Integrated planning				
Design (4-8)				
4. Inclusive decision-making				
5. Intersegmental alignment				
6. Guided major and career exploration opportunities				
7. Improved basic skills				
8. Clear program requirements				
Implementation (9-14)				
9. Proactive and integrated student supports				
10. Integrated technology infrastructure				
11. Strategic professional development				
12. Aligned learning outcomes				
13. Assessing and documenting learning opportunities				
14. Applied learning opportunities				

CCC GP Key Performance Indicators

The KPI data will be automatically updated each planning period to invite reflection and inform future planning.					
Key Performance Indicators	**Current KPI Data** (Autofill from Launchboard)	**Spring 2018-Summer 2019**	**Fall 2019-Summer 2020**	**Fall 2020-Summer 2021**	**Fall 2021-Summer 2022**
PARTICIPATION					
Number of students		To be pre-populated in advance of next work plan; make these columns unfillable.			
Average number of credits attempted in year one					
Average number of degree-applicable credits attempted in year one					
Full-time students					
Persisted from term one to term two					
College-level course success rate					
TRANSFERRABLE MATH & ENGLISH COMPLETION					
Successfully completed transfer-level math in year one					
Successfully completed transfer-level English in year one					
Successfully completed both transfer-level English and math in year one					
FIRST TERM MOMENTUM					
Successfully earned 6+ college credits in first term					
Successfully earned 12+ college credits in first term					
Successfully earned 15+ college credits in first term					
Attempted 15+ college credits in first term					

CCC GP Guided Pathways Allocations

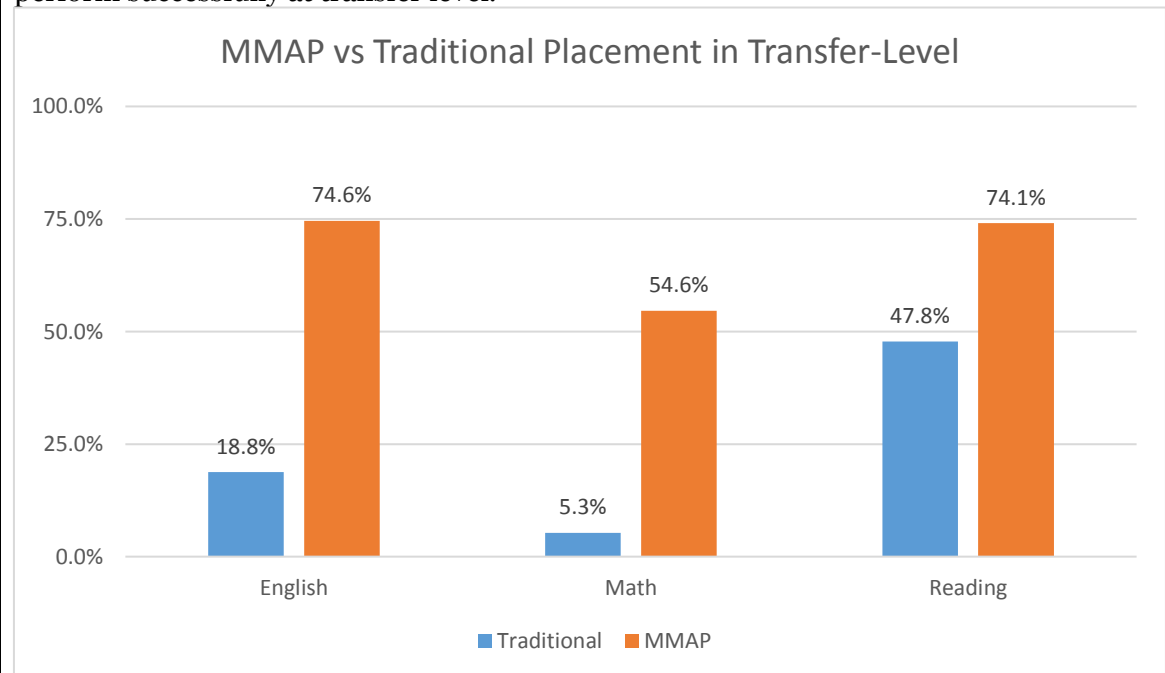| Please **estimate the anticipated percentage of the CCC GP allocation to be used** for the various activities and expenses. The amounts will pre-populate automatically from the percentages you indicate based on your college's overall allocation for this time period.				
Sample Categories	$ *(Prefilled from allocation formula)*			
	Dropdown menu with timeframe choices: Summer 2018-Summer 2019, Fall 2019-Summer 2020, Fall 2020-Summer 2021, and Fall 2021-Summer 2022.			
	Anticipated %	**Anticipated amount (auto populate based on % noted)**	**Actual %**	**Actual amount**
Personnel or Release Time				
Educational Advisor	50%			
Faculty Resign Time	18%			
Professional Development				
Faculty Professional Development	10%			
Staff Professional Development	10%			
Software				
Supplement EduNav	12%			
Other				
TOTAL	100%			

Required per EC Section 88922 (c)

Briefly describe the college's efforts on the following issue:

| The inclusion of high school grades into the assessment/placement process | Describe here

During spring 2017, MMAP was fully implemented for all incoming students. Although this appears to be full-scale adoption, due to the newness of this method one-year outcomes have not been gathered and so Scaling in Progress is our current phase of adoption.

MMAP is relatively new but there have been encouraging outcomes for placement and course success to date. At present, MMAP has shown phenomenal impact in shortening the time it takes for students to successfully transition to transfer-level English and math. In the chart below, transfer-level placement is compared between MMAP and traditional placement. As can be seen by comparing the blue and orange bars, the ratio of students that place at transfer-level in English, math and reading have increased dramatically, sometimes as much as ten times the percentage of traditional methods. Also, in an analysis of student subgroups, all groups experienced this dramatic elevation into transfer-level courses. Finally, in following students into the courses taken immediately after placement, no significant difference was found in student success rates when comparing MMAP students to those placed by traditional means. This is great news since it indicates that MMAP is not placing students higher than their ability to perform successfully at transfer level.

MMAP vs Traditional Placement in Transfer-Level

English: Traditional 18.8%, MMAP 74.6%
Math: Traditional 5.3%, MMAP 54.6%
Reading: Traditional 47.8%, MMAP 74.1%

Legend: ■ Traditional ■ MMAP |

Based on the college's planning and self-assessment dialogue and activity, what support could the Chancellor's Office provide to expand or support the next steps (optional question):

Describe here

Professional development on how to think about program learning outcomes, skill competency development, and basic skills pedagogy given the impact MMAP has had on the population that now is placed into these courses.

Thank you for working on developing core metrics for the system.